

VISIT...

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Tutor Teaching Tips

Max (P)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game board;
Markers

Graphic organizer;
Leveled reader

Before Reading 3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever been angry or in a bad mood? Why? How did you treat other people?*

PREVIEW THE BOOK: Show the child the covers of the book, and read the title. Ask: *How does Max look different on the front and back cover illustrations? What do you think could have happened to make him feel the way he does in the picture on the front of the book? What do you think could make him smile like he is in the picture on the back of the book?*

Have the child look at the pictures in the book to get a sense of what might be happening in the story.

During Reading 10–15 minutes

Ask the child to read pages 4–14 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading 10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 4–14. If necessary, prompt by asking: *What else happened?*

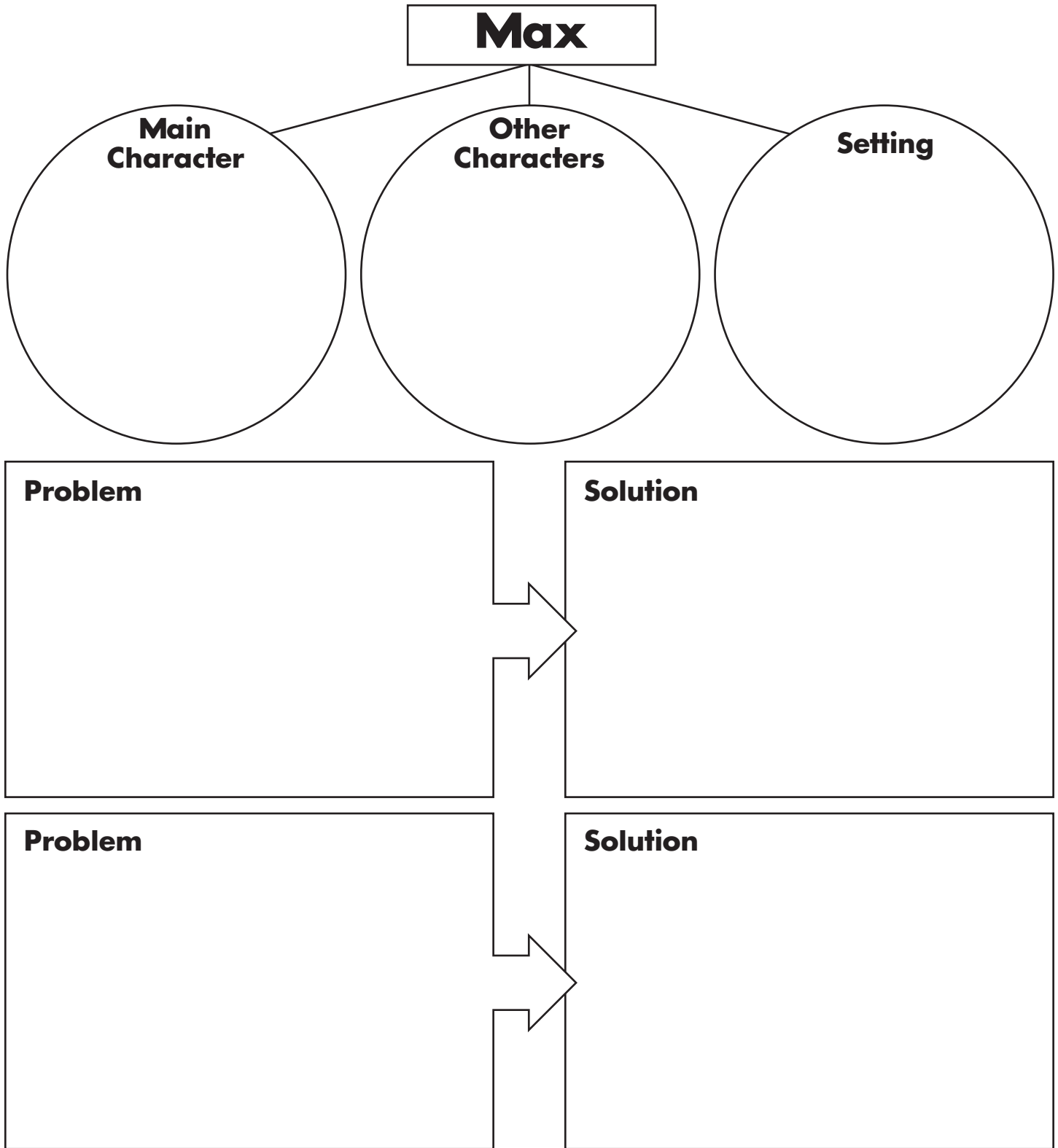
GRAPHIC ORGANIZER: After reading pages 4–14, have the child write when and where the story takes place, and the characters he/she has read about. Then have the child fill in the first problem and explain how it was solved. If the child has difficulty, help him/her find the information in the book and read it aloud. When the child has finished reading the book, he/she can fill in the second story problem and solution.

CRITICAL THINKING: Ask: *What do you think of the way Max's parents handled his problem? What other ways can you think of to handle how you feel when you are really angry?*

VOCABULARY GAME: Point out the word *you're* on page 6. Remind the child that this is a contraction, made by combining letters from the two words *you* and *are* and an apostrophe that shows the letters left out. Place the game cards in a stack contraction side up on the table. Have the child draw a card, read the contraction, and tell what two words are used to make the contraction. Have the child turn the card over to check the answer. If correct, he/she can move along the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Home Connection

Have the child finish reading the book at home and complete the graphic organizer.



Max

Main Character

Other Characters

Setting

Problem

Solution

Problem

Solution

INSTRUCTIONS: Have the child write in the characters and setting in the circles. Then have the child identify the first problem and tell how it was solved. Have the child identify the second problem when he/she has read the rest of the book.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (FRONT)

Max (P)

couldn't

we're

wasn't

didn't

they'll

you're

we'd

he'll

we're

she'd

they're

aren't

isn't

I'll

I'd

doesn't

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 **Game Cards (BACK)**

Max (P)

did not

2

was not

2

we are

5

could not

5

he will

4

we would

5

you are

3

they will

4

are not

3

they are

3

she would

4

we are

3

does not

5

I would

4

I will

1

is not

1

Leveled Reader

Game Board

Max (P)

